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ABSTRACT

Information presented in this annual report includes basic statistics, participation trends, effectiveness of instruction, expenditure and staffing patterns, and parent involvement for Ohio Elementary and Secondary Education Act Title I programs. Most Title I activities occur in the regular school term with 95.6 percent of the students in grade six or below. The greatest concentration of students is in kindergarten through Grade Three. The highest priority for Title I services is reading, with 84 percent of all regular term participants and 82 percent of summer term participants receiving instruction in this area. Seventy-six percent of all expenditures for both regular and summer terms is directed toward reading instruction. Effectiveness of instruction in reading is supported by significant gains in achievement. During the regular term, 41 percent of the children show a gain of 15 months or more per 10 months of instruction, 22 percent, a gain from 10 to 14 months and 21 percent, a gain from 5 to 9 months. Title I teachers and supportive personnel spend 219,627 hours or 106 years of 40-hour weeks in in-service education sessions devoted to learning to help educationally disadvantaged children. Parent advisory councils are an integral part of Title I, with 10,791 parents involved in planning activities. (Author/AM)

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Title I in Ohio

Tenth Annual Evaluation
Title I, Elementary and Secondary Education Act
Fiscal 1975

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Title I Helps Children

Title I, the key component of the Elementary and Secondary Education Act, authorizes a federally funded compensatory program for educationally disadvantaged children living in areas with high concentrations of low-income families. The legislation directs that priority educational needs of children in qualified attendance areas be identified and local programs designed to provide appropriate supplemental help.

Numerous surveys have indicated the need for an instructional boost in the areas of reading and mathematics. Tutoring has been recognized as a technique for helping older students. Preschool education has also been identified as a means of building solid foundations for future school experiences.

For ten years, most school districts in Ohio have conducted Title I activities to help selected students who have fallen behind their classmates in reading or mathematics. In some instances, preschool education or tutoring has also been provided.

This tenth annual report provides a summary of Ohio's Title I activities for fiscal 1975 (the 1974-75 school year and the summer that followed). Information presented includes basic statistics, participation trends, effectiveness of instruction, expenditure and staffing patterns, and parent involvement.

Fiscal 1975

Title I is working in Ohio! Evaluation data gathered annually in local school districts and compiled at the state level clearly lead to this conclusion. The following highlights provide supportive evidence and an overview of Title I operations during fiscal 1975.

Of Ohio's 617 school districts, 97 percent conducted Title I instructional programs.

Local school districts spent $54,531,497 to provide Title I instruction and supportive services for 130,361 educationally disadvantaged children.

Most Title I activities occurred in the regular school term, during which 92 percent of the 130,361 students received instruction and 95 percent of all expenditures were made.

Due to the level of funding, only 36 percent of the students meeting the selection criteria were served.

Of the students receiving Title I instruction during the regular school term, 95.6 percent were in grade six or below. The greatest concentration of pupils, 58.6 percent, was in kindergarten through grade three.

A total of 5,081 nonpublic school pupils received Title I instruction during the regular term and 1,236 received summer term instruction.

Highlights

Highest priority for Title I services is reading, with 84 percent of all regular term participants and 82 percent of all summer term participants receiving instruction in this area.

Effectiveness of instruction in reading is supported by significant gains in achievement. During the regular term, 41 percent of the children gained 15 months or more per 10 months of instruction, 22 percent gained from 10 to 14 months, and 21 percent gained from 5 to 9 months.

Seventy-six percent of all expenditures, for both the regular and summer terms, were directed toward reading instruction. A distant second in money expended was preschool education, at 10 percent.

Ninety-two percent of all expenditures, for both the regular and summer terms, were for staff salaries and related fringe benefits.

School districts hired 2,616 full-time and 676 part-time teachers to instruct Title I participants during the regular term. During the summer term, 1,676 full-time and 94 part-time teachers held staff positions.

Title I teachers and supportive personnel spent 219,627 hours in inservice education sessions. That's 106 years of 40-hour weeks devoted to learning to help educationally disadvantaged children.

Parent advisory councils are an integral part of Title I. A total of 6,486 parents served on district-wide councils. Altogether, 10,791 parents, including council members, were involved in Title I planning activities.

Fiscal 1975 Basic Statistics

Statistics on district participation, scheduling patterns, student participation, and expenditures provide an overview of fiscal 1975 activities.

School District Participation	
Districts in Ohio	617
Districts participating in Title I	596
Scheduling Patterns	
Districts with regular term activities only	524
Districts with summer term activities only	15
Districts with both regular and summer term activities	57
Student Participation	
Participants in regular term activities only	103,878
Participants in summer term activities only	10,331
Participants in both regular and summer term activities	16,152
Total students participating in Title I activities	130,361
Expenditures of Title I Funds	
Regular term expenditures, fiscal 1975 funds	$34,386,302
Regular term expenditures, carryover funds	17,205,305
Summer term expenditures, fiscal 1975 funds	2,939,890
Total expenditures during fiscal 1975	54,531,497
Average Per Student Expenditures	
Regular term participation only	$430
Summer term participation only	111
Both regular and summer term participation	541

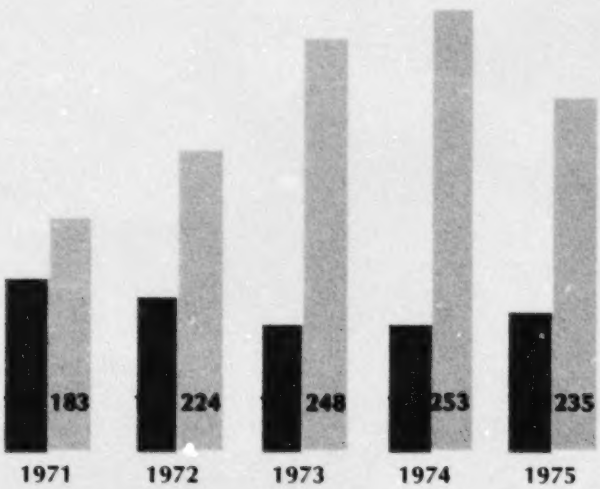
Five-Year Trends

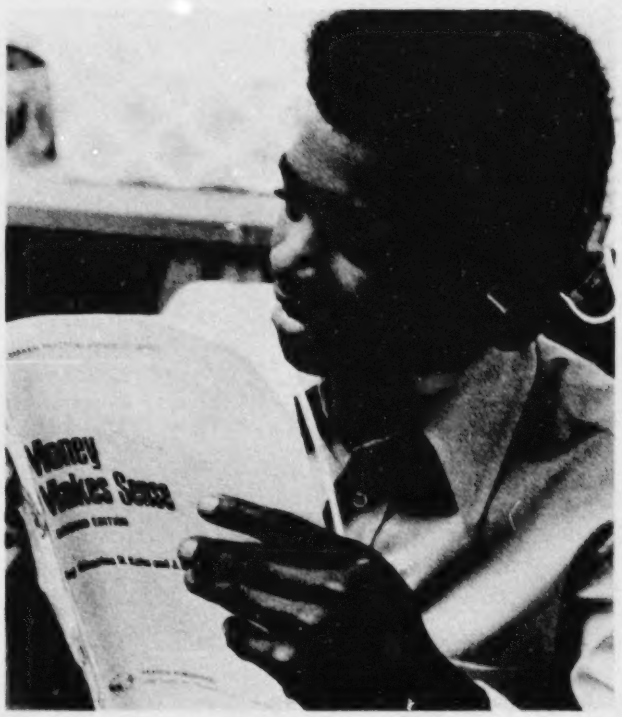
During the past five years, Ohio school districts have received a total of 230 million dollars to provide Title I instruction and related supportive services. This was sufficient money to serve an average of 130,000 children each year, but not nearly enough to help thousands of other children eligible for Title I participation.

In 1975, available funds increased slightly more than enough to offset increased costs due to inflation. As a result, the number of children receiving instruction increased by six percent.

Each local district assesses the instructional needs of all children eligible for Title I. Because of the level of funding, priorities must then be set and participants selected accordingly. Emphasis is placed on comprehensive instruction for a selected few rather than a little something for everyone. The remainder of this report deals with the 36 percent of all eligible children who received Title I services in 1975.

Children Served and Not Served





Student Participation

Most Title I activities in Ohio are conducted during the regular term and directed toward serving children in kindergarten through grade 3. The 581 school districts providing Title I instruction during the regular term served 120,030 students. The 72 districts having summer term instruction served 26,483 students. Of these students, 16,152 participated both terms.

Regular Term Students

Preschool	5,810
Kindergarten-Grade 3	70,289
Grades 4-6	38,649
Grades 7-12	5,282
Total	120,030

Summer Term Students

Preschool	1,829
Kindergarten-Grade 3	10,259
Grades 4-6	6,344
Grades 7-12	8,051
Total	26,483

Nonpublic students who meet the local district's selection criteria and who reside in qualified attendance areas are considered for Title I participation. In fiscal 1975, a total of 5,081 nonpublic students received Title I instruction during the regular term. During the summer term, the number was 1,236. Of these students, 1,070 participated both terms.

Nonpublic Students

Grade Ranges	Regular Term	Summer Term
Kindergarten-Grade 3	1,713	474
Grades 4-6	2,874	684
Grades 7-12	494	78
Totals	5,081	1,236

Instructional Areas

School districts overwhelmingly assign top priority to reading instruction. In fiscal 1975, over 101,000 students were involved during the regular term and more than 21,000 during the summer.

The second ranked area of instruction is mathematics. In fiscal 1975, over 2,500 more students received mathematics instruction during the summer term than during the regular term. One reason is that the same student often receives help in both reading and mathematics during the summer term.

The third significant instructional area is preschool education. As noted below, over twice as many youngsters were involved during the regular term as during the summer.

Tutorial services rank fourth. Many of the tutored students live in homes for neglected and delinquent children, thus qualifying for special Title I assistance.

Percentages of participants involved in each instructional area provide a perspective beyond that of numbers. For example, of the 120,030 regular term participants, 84 percent received reading instruction. During the summer term, 82 percent of the 26,483 participants were involved in reading. The difference in percentage of youngsters served is especially great in mathematics. Note that only 10 percent were involved in the regular term while 54 percent participated in the summer.

Instructional Areas	Regular Term		Summer Term	
	Participants in Area	Percent of All 120,030 Participants	Participants in Area	Percent of All 26,483 Participants
Reading	101,369	84%	21,672	82%
Mathematics	11,616	10	14,196	54
Preschool education	5,810	5	1,829	7
Tutorial services	6,112	5	2,660	10
Other*	1,935	2	1,914	7

*Including special education and vocational education

Title I . . .

Student Quotes

Title I helps me learn stuff.

I can read. I'm proud of myself.

I don't like reading. . . . I love it!

My Dad is proud of me.

I want to come back next year.

It's Working

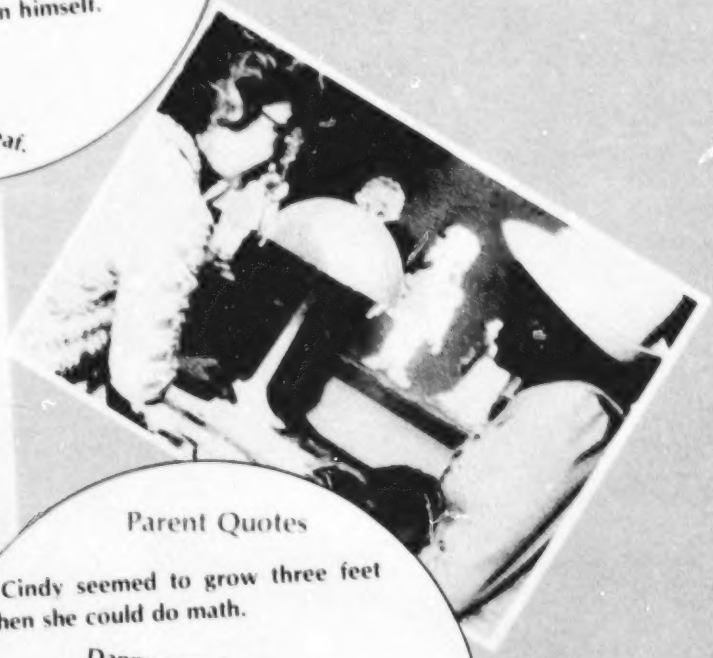
Teacher Quotes

As Candy's reading ability improved, her personality began to bloom.

Title I provides the extra attention, direction, and reinforcement some children need.

No test scores can measure the confidence Denny has in himself.

Paul turned over a new leaf.



Parent Quotes

Cindy seemed to grow three feet when she could do math.

Danny sounds out words like a pro.

Conferences with teachers give me peace of mind.

Title I should have started long ago, when I was in school.

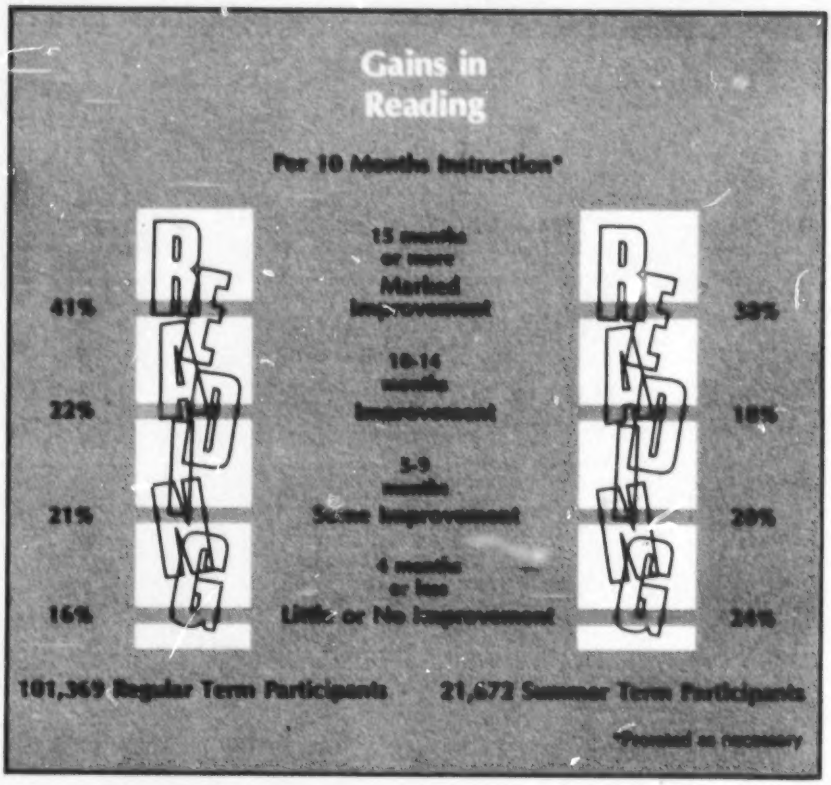
Why can't the government find funds to help more students?

Effectiveness of Reading Instruction

To evaluate the effectiveness of Title I reading instruction, local schools use standardized tests to check students' skills when they begin instruction and again when instruction ends. Differences in test scores are reported as one of four degrees of change per 10 months of instruction: *marked improvement, improvement, some improvement, little or no improvement.*

Since most Title I instruction does not last exactly 10 months, local evaluators use a conversion table to prorate achievement gains made during participation of varying duration.

Using this procedure, 63 percent of the 101,369 students receiving reading instruction during the regular school term showed a gain of 10 months or more. During the short summer term, 56 percent of the 21,672 students were in the *improvement* or *marked improvement* ranges.



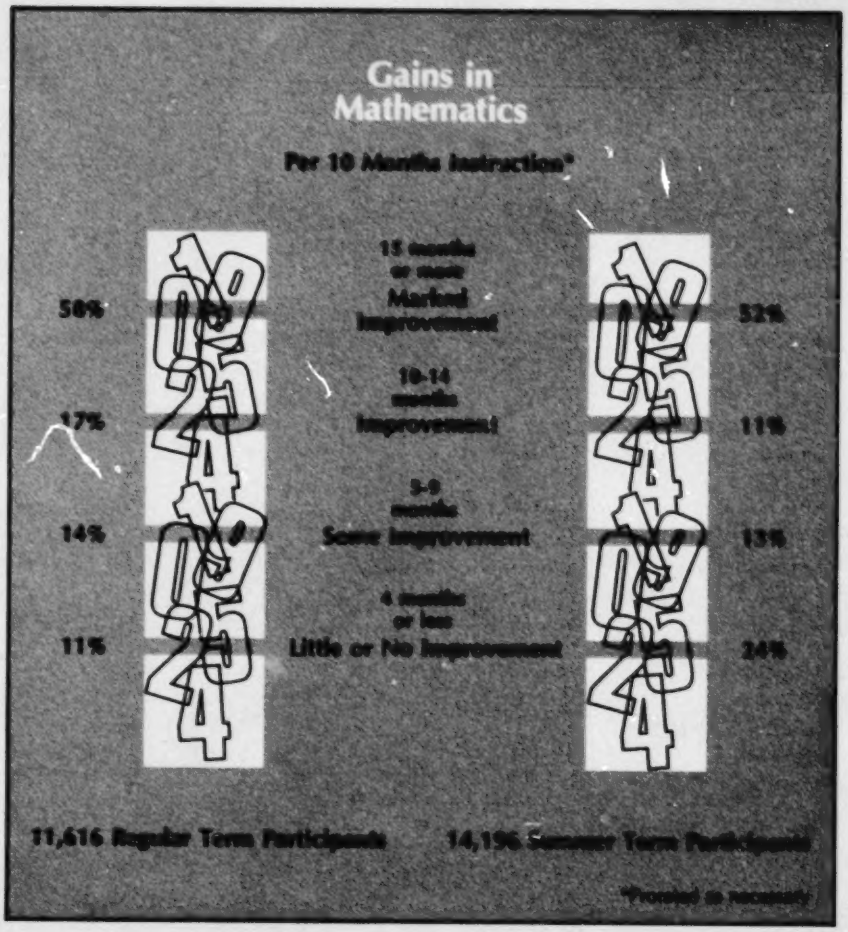
Effectiveness of Mathematics Instruction

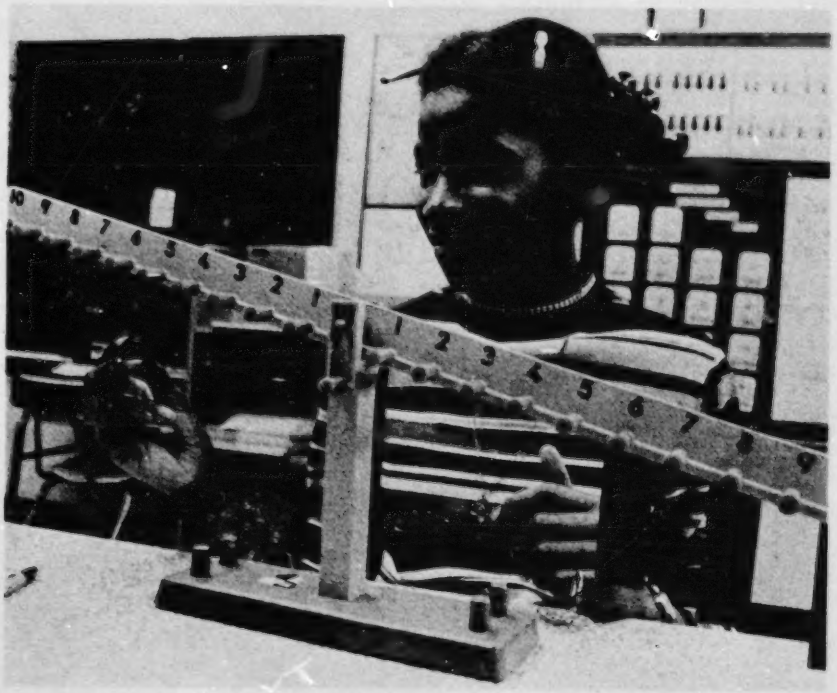
Results on standardized tests are also used to evaluate the effectiveness of Title I mathematics instruction.

Because mathematics instruction has a much lower priority than reading instruction, only 11,616 students were involved during the regular school term. Of these, 75 percent achieved 10 months or more gain.

During the summer term, students could often be scheduled for both reading and mathematics instruction. For this reason, the number of students studying mathematics increased to 14,196. Of these, 63 percent scored in the *improvement* or *marked improvement* ranges.

Only children who have diagnosed needs in the subject area are selected for the supplemental instruction provided by Title I. *Children making average and above average progress in the regular classroom setting are not eligible to participate.* These are key Title I guidelines and should be kept in mind as information about gains in mathematics and reading is studied.

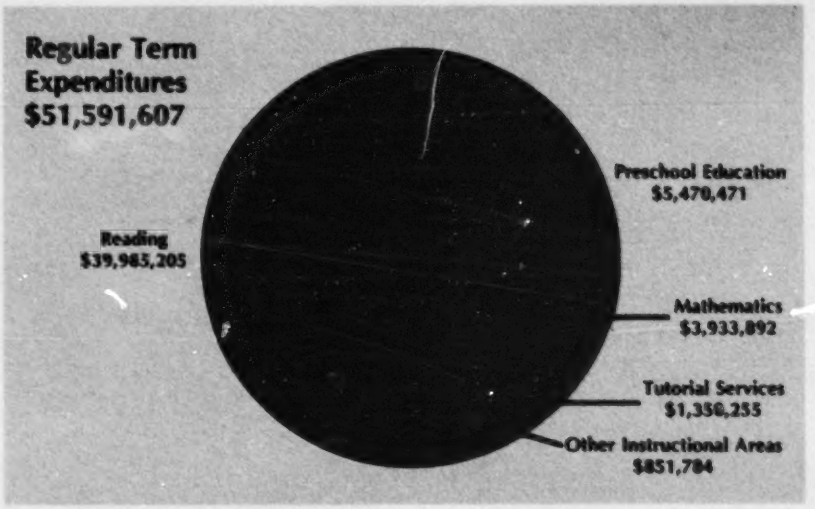


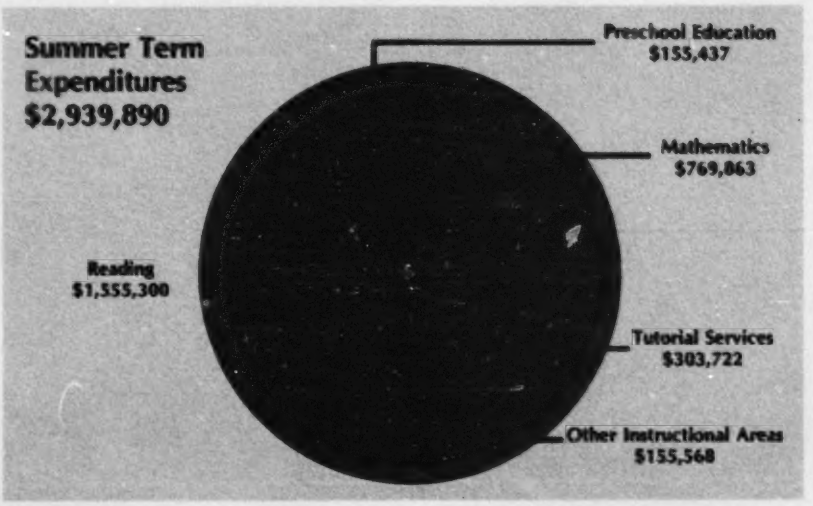


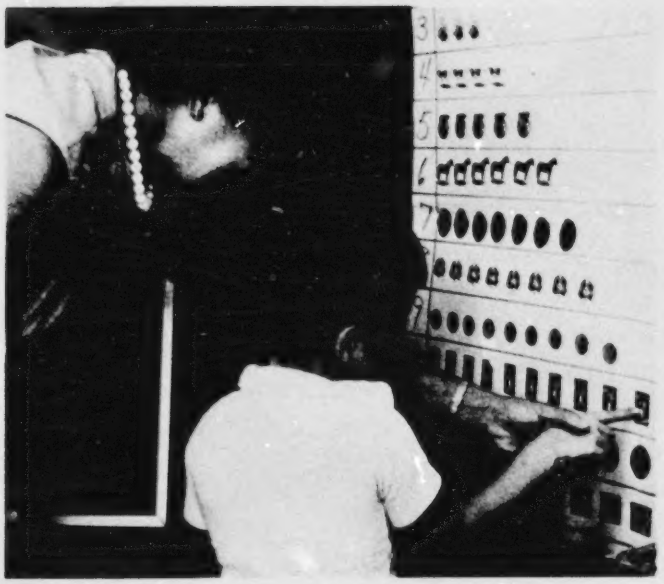
Expenditure Patterns

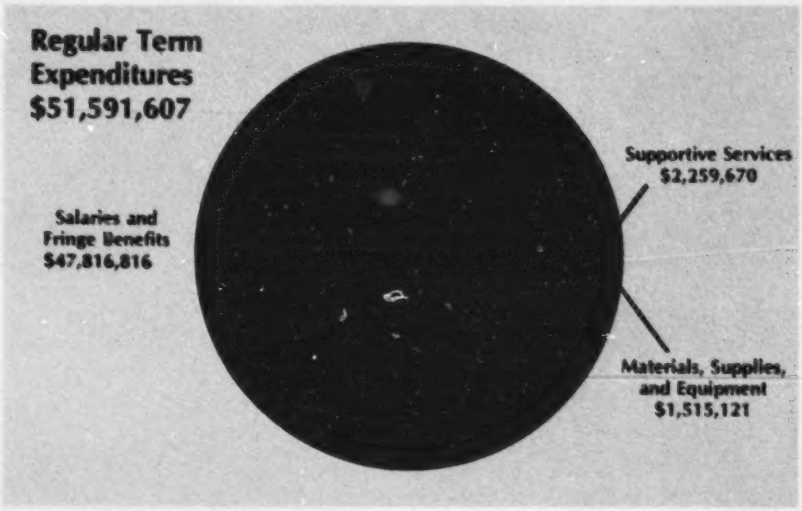
People trying to understand the size and scope of Title I want to know how the money is spent. One way is to look at expenditures within the various instructional areas. Expenditures reported for fiscal 1975 clearly indicate the importance placed on instruction in reading during both the regular and summer terms. Preschool education expenditures ranked second for the regular term, and mathematics ranked second for the summer term.

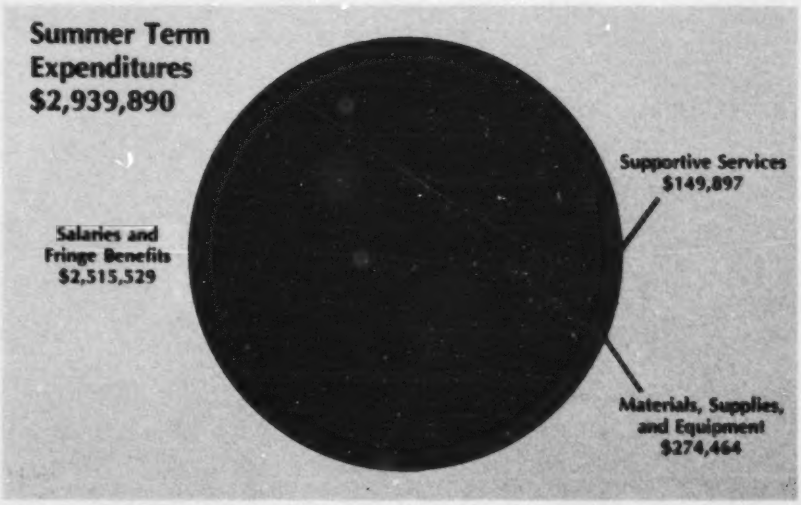
When expenditures within the various instructional areas are viewed as percentages, the importance placed on reading during the regular term is even more obvious. Expenditures during the summer term are more diversified, but percentage increases are especially noticeable in mathematics and tutorial services.





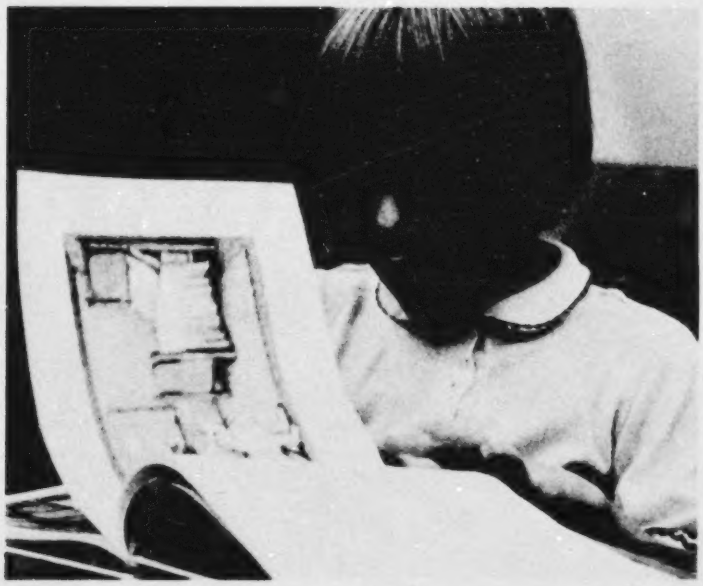






Expenditures can also be categorized by their use for salaries, materials, supplies, equipment, and supportive services. By far, the most money is used for salaries and related costs and, contrary to popular opinion even among educators, very little is used for equipment.

During the regular term, 93 percent of the money was used for salaries and related costs, including inservice education. The percentage of money used in this category during the summer term dropped to 86. When viewed on a fiscal year basis, 92 percent of all expenditures were in the salary category.



Staff Positions

Ninety-three percent of all regular term expenditures and 86 percent of all summer term expenditures were for salaries and related costs. Who are these persons and what services do they provide Title I students? An overview of staff positions for fiscal 1975 provides a general answer to this question.

A total of 3,292 teachers—either full-time or part-time—were employed during the regular term, and 1,770 worked during the summer term. The reason for the high numbers is the emphasis placed on individualized instruction. For example, the average Title I reading teacher works with only two to six students at a time. Thus, the average reading teacher meets with no more than 35 students in a typical regular-term day or 15 in a summer-term day.

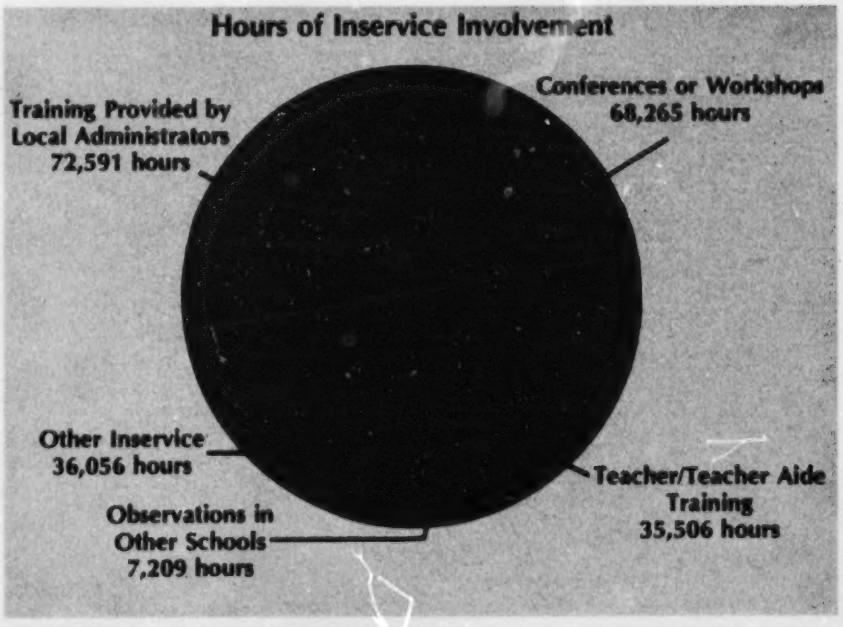
Title I teachers are sometimes assisted by aides or tutors, further individualizing the instruction each child receives. In fiscal 1975, a total of 2,247 aides and tutors assisted Title I teachers during the regular term. In the summer, 946 served in similar staff positions.

Staff Positions	Regular Term		Summer Term	
	Full-Time	Part-Time	Full-Time	Part-Time
Teachers	2,616	676	1,676	94
Teacher aides	1,125	200	450	23
Tutors	57	785	470	3
Directors, coordinators, principals	73	244	162	27
Supervisors	14	32	27	3
Guidance counselors	6	15	26	1
Social workers	37	5	4	
Psychologists	16	19	9	
Speech therapists	11	6	15	
Other supportive personnel	133	391	372	54
Totals	4,093	2,483	3,211	205

Inservice Education

Inservice education is important for Title I staff members. In most instances, training is provided by the local district. In some counties and several multi-county areas, districts work together to provide more comprehensive inservice education.

In fiscal 1975, staff members spent a total of 219,627 hours in some form of inservice education. Over 80 percent of these hours were spent on training provided by local administrators, attendance at conferences or workshops, and involvement in teacher/teacher aide training.


Hours of Inservice Involvement
Training Provided by Local Administrators 72,591 hours
Conferences or Workshops 68,265 hours
Other Inservice 36,056 hours
Teacher/Teacher Aide Training 35,506 hours
Observations in Other Schools 7,209 hours

Parent Involvement

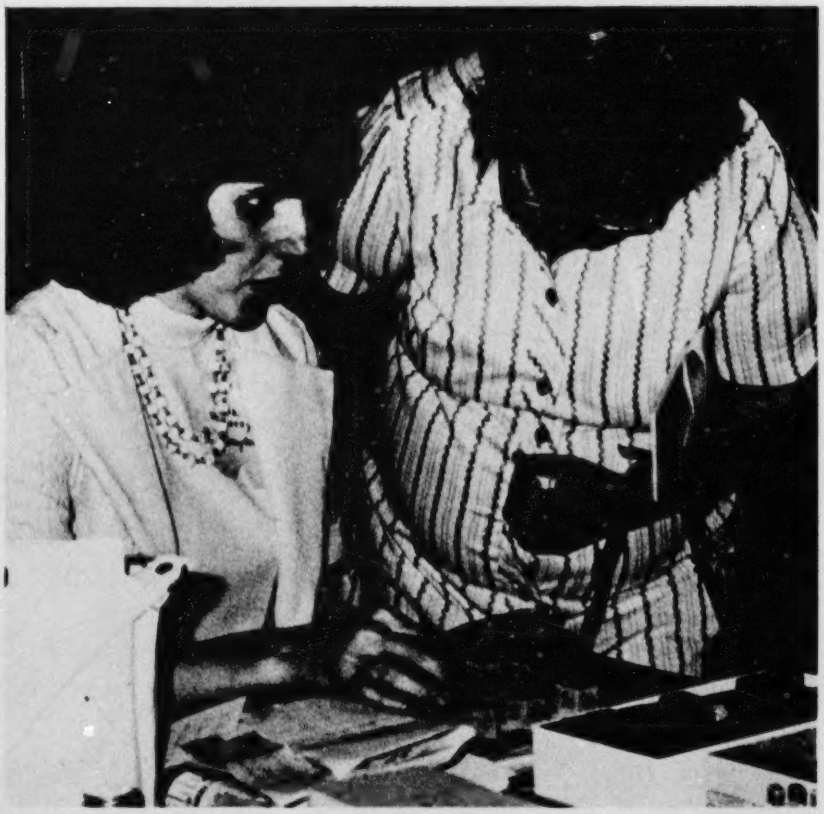
Involvement of parents significantly increases the effectiveness of Title I. Since 1971, a parent advisory council has been an integral part of each Title I program funded in Ohio.

During fiscal 1975, a total of 2,251 district-wide council meetings were held in the 596 districts receiving Title I funds. Membership totaled 8,979 persons.

District Councils	Members
Parents of Title I participants	6,486
Staff members	1,264
Parents of eligible but unserved children	920
Community representatives, other interested persons	309

Parent involvement extends far beyond district-level advisory council membership. In fiscal 1975, over 73,000 parents of Title I participants were involved in one or more ways.

Type of Involvement	Parents
Individual conferences with Title I staff members	73,259
Classroom visits by parents	34,509
Group meetings for parents	33,012
Home visits by Title I staff members	26,342
Title I planning	10,791



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